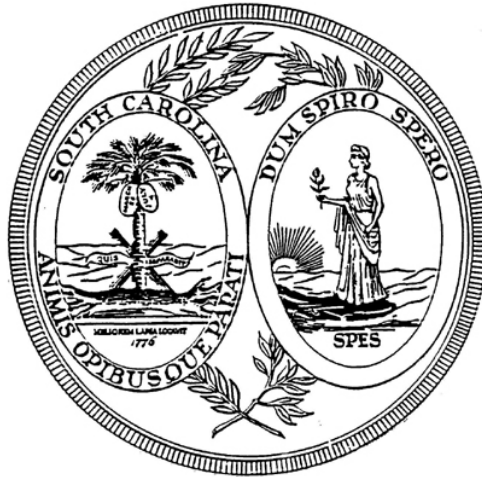


South Carolina Education and Economic Development Act Guidelines



**Issued by the
South Carolina Department of Education**

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State Superintendent of Education**

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Preface

The purpose of this document is to provide guidance to local school districts, special schools, and state agencies responsible for providing special services to students in the implementation of the South Carolina Education and Economic Development Act (EEDA) of 2005, codified at Chapter 59 of Title 59 of the South Carolina Code of Laws.

The mandates of the EEDA must be fully implemented by the board of trustees of every school district in South Carolina by July of 2011.

SECTION 59-59-30. Implementation of chapter; administrative support and staffing.

This chapter must be implemented fully by July 1, 2011, at which time the council created pursuant to Section 59-59-170 shall cease to exist. The Department of Education shall provide administrative support and staffing to the council to carry out its responsibilities under this chapter.

Throughout the body of this document, relevant passages from the EDDA appear in boxes.

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KEY ELEMENT 1

The Career Cluster System

A. Career Clusters and the State Academic Standards

SECTION 59-59-20. Development of curriculum based on career cluster system; individual graduation plans; role of school districts.

(A) The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.

(B) School districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.

SECTION 59-59-50. State models and prototypes for individual graduation plans and curriculum framework of career clusters of study.

(A) Before July 1, 2006, the Department of Education shall develop state models and prototypes for individual graduation plans and the curriculum framework for career clusters of study. These clusters of study may be based upon the national career clusters and may include, but are not limited to:

- (1) agriculture, food, and natural resources;
- (2) architecture and construction;
- (3) arts, audio-video technology, and communications;
- (4) business, management, and administration;
- (5) education and training;
- (6) finance;
- (7) health science;
- (8) hospitality and tourism;
- (9) human services;
- (10) information technology;
- (11) law, public safety, and security;
- (12) manufacturing;
- (13) government and public administration;
- (14) marketing, sales, and service;
- (15) science, technology, engineering, and mathematics; and
- (16) transportation, distribution, and logistics.

SECTION 59-59-60. Organizing high school curricula around clusters of study and cluster majors.

Before July 1, 2007, school districts shall:

(1) organize high school curricula around a minimum of three clusters of study and cluster majors. The curricula must be designed to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life. . . .

SECTION 59-59-110. Implementation of career guidance program model in high school; counseling of students; declaration of area of academic focus within cluster of study.

. . . In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student's career cluster if not offered by the high school in his attendance zone.

SECTION 59-59-220. Development of appropriate resources and instructional materials.

With the implementation of the clusters of study system, appropriate resources and instructional materials, aligned with the state's content standards, must be developed or adopted by the State Department of Education and made available to districts.

- ⇒ School districts must organize their high school curricula around a minimum of three clusters of study and cluster majors to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of the academic content and the skills that students will use in the workplace, postsecondary study, and life. This reorganization must be completed by July 1, 2007.

A combination of career clusters offered at a career and technology education center and at the high schools within the particular district may count as fulfilling the required minimum number of three clusters and majors.

A student may transfer to another high school within the district if the high school in his or her attendance zone does not offer the cluster of the student's choice.

The SDE recommends that each school district review data from student career assessments and other pertinent information to determine which career clusters the particular district should offer.

- ⇒ School districts must use the sixteen clusters for reporting purposes but may modify these clusters (for example, Arts and Humanities in place of Arts, Audio-Video Technology, and Communications). The sixteen state clusters are the same as the sixteen federal clusters:

Agriculture, Food, and Natural Resources
Architecture and Construction
Arts, Audio-Video Technology, and Communications
Business, Management, and Administration
Education and Training
Finance

Government and Public Administration
Health Science
Hospitality and Tourism
Human Services/Family and Consumer Sciences
Information Technology
Law, Public Safety, and Security
Manufacturing
Marketing, Sales, and Service
Science, Technology, Engineering, and Mathematics
Transportation, Distribution, and Logistics

- ⇒ School districts must design their curricula to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life.
- ⇒ School districts must require all students to declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.
- ⇒ School districts must require that career majors consist of the core academic courses and the career and technology education courses necessary for the student to succeed in his or her chosen field of study.

State Board of Education Regulation 43-234 requires that school districts align their curricula with the state's academic standards. South Carolina has adopted academic standards in the following subjects: English language arts, foreign languages, health and safety, mathematics, physical education, science, social studies, and the visual and performing arts. Every school district needs to examine the South Carolina academic standards and needs to encourage its faculty and staff to work together to ensure that students are able to meet these standards.

Information on South Carolina's academic standards is available on the State Department of Education (SDE) Web site at <http://www.myschools.com> through the Office of Curriculum and Standards link.

In addition to the state's academic standards, school districts are advised to use the following resources as guidelines for implementing the career cluster system:

- Editions in the Pathways to Success publication series, developed by the SDE's Office of Career and Technology Education (available in hard copy in district offices):

Architecture and Construction Edition: Build Your Career (2004)

Arts, A/V Technology, and Communications Edition: Express Yourself (2003)

Business, Management, and Administration Edition: Break into Business (2003)

Education and Training Edition: Go to the Head of the Class (2004)

Educators' Edition: Making Career Clusters Work (2003)

Health Science Edition: Caring Careers (2003)

Hospitality and Tourism Edition: At Your Service (2004)

Information Technology Edition: Why IT Is Where It's At (2003)

Science, Technology, Engineering, and Mathematics Edition: Invent the Future (2004)

Transportation, Distribution, and Logistics Edition: Get Your Career in Gear (2004)

- *Pathways to Prosperity: Success for Every Student in the 21st-Century Workplace*, prepared by the Governor's Workforce Education Task Force (2001)—available at <http://www.myschools.com/offices/cate/publications/> in downloadable PDF format
- *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (1999)—available in PDF format on the SDE Web site at http://www.myschools.com/offices/ssys/youth_services/guidance//SCPM.pdf
- Carolina Careers video archive—available through the “Carolina Careers Career Guidance Workshops” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/IntroOverview.html>

Resources and information are also available on the SDE's Career and Technology Education Web site at <http://www.myschools.com/offices/cate/>.

B. Dual Enrollment

SECTION 59-59-210. Review of articulation agreements between school districts and institutions of higher learning.

(A) By September 2005, the Commission on Higher Education shall convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education. The committee shall review, revise, and recommend secondary to postsecondary articulation agreements and promote the development of measures to certify equivalency in content and rigor for all courses included in articulation agreements. The advisory committee shall include representatives from the research institutions, four-year comprehensive teaching institutions, two-year regional campuses, and technical colleges. The committee, for purposes pursuant to this chapter, shall include representation from the State Department of Education, and school district administrators, to include curriculum coordinators and guidance personnel.

(B) By July 2006, the Advisory Committee on Academic Programs shall make recommendations to the Commission on Higher Education regarding coursework that is acceptable statewide for dual enrollment to be accepted in transfer within a related course of study. Dual enrollment college courses offered to high school students by two-year and four-year colleges and universities must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. Related policies and procedures established by the Commission on Higher Education for dual enrollment and guidelines for offering dual enrollment coursework and articulation to two-year and four-year colleges and universities for awarding of credit must be followed.

(C) The advisory committee, in collaboration with the Department of Education, shall coordinate work to study the content and rigor of high school courses in order to provide a seamless pathway to postsecondary education.

Students enrolled in South Carolina public schools may take for dual credit only those courses that are applicable to baccalaureate or associate degrees in arts or science offered by institutions that are accredited by the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and Schools.

The Southern Association of Colleges and Schools (SACS) requires that faculty who are teaching college transfer courses have at least a master's degree in the discipline or a master's degree and 18 semester hours in graduate-level courses in the discipline. In all instances, it is the responsibility of the postsecondary institution to ensure that the SACS credentialing principles are met.

A student who applies for admission to an institution of higher education must furnish a transcript from the college or university through which he or she earned credit for a dual enrollment college course. The student must also furnish a high school transcript to the institution of higher education to which he or she is seeking admission after high school graduation.

- ⇒ School districts must require their boards of trustees to cooperate with the Commission on Higher Education and the Advisory Committee on Academic Programs as they address articulation agreements between school districts and public institutions of higher education in the state.

C. Cluster and Major Organizational Models

SECTION 59-59-130. Implementation of principles of “High Schools that Work” organizational model.

By the 2009-10 school year, each high school shall implement the principles of the “High Schools that Work” organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.

- ⇒ School districts either must implement the Southern Regional Education Board’s *High Schools That Work (HSTW)* whole-school reform model in all of their high schools or must obtain approval from the SDE to use another cluster organizational model in all of their high schools. The model must be in place by the 2009–10 school year.

If a school district chooses an organizational model other than *HSTW*, that model must focus on the organizational structure of clusters and majors and must address the ten key practices enumerated by the Southern Regional Education Board (SREB) as essential to the whole-school reform effort (<http://www.sreb.org/programs/hstw/background/keypractices.asp>):

- Setting high expectations
- Increasing access to challenging career/technical studies
- Increasing access to rigorous academic studies
- Having students complete a challenging program of study
- Having a structure and schedule for teachers to work together
- Giving students choices for school-based and work-based learning
- Having each student actively engaged in the learning process
- Involving students and parents in a guidance and advisement system
- Providing a structured system of extra help
- Using student assessment and program evaluation data for continuous improvement

Asserting that “*High Schools That Work* is based on the belief that everyone in the education hierarchy must work together to align policies, resources, initiatives and accountability efforts to support schools as they adopt comprehensive school-improvement designs,” the SREB specifies the following conditions as “fundamental in using *HSTW* to raise student achievement”:

- An organizational structure and process for ensuring continuous involvement by school administrators and teachers in planning strategies to achieve the key practices
- Leadership from the district and the school to improve curricula, instruction, and student achievement
- A commitment from the school board to support the school in replacing the general track
- A system superintendent and school board members who support school administrators and teachers in carrying out the key practices
- A school superintendent and a school board that will allow the high school to adopt a flexible schedule that enables students to earn more credits

Source: *High Schools That Work: An Evidence-Based Design for Improving the Nation's Schools and Raising Student Achievement* (<http://www.sreb.org/programs/hstw/background/brochure1.asp>)

D. Existing State Board Regulations

⇒ School districts must fulfill all requirements in State Board of Education regulations that pertain to a rigorous, relevant curriculum for all students.

Even though the EEDA replaces the School-to-Work Act of 1994, State Board Regulation 43-234 is still in effect: in order to receive a high school diploma, every student must complete 1 unit of computer science *including keyboarding*. Keyboarding may count up to .5 unit of the computer science requirement.

It must be noted, however, that the EEDA does supersede existing State Board of Education regulations. And because certain State Board regulations are contradicted by EEDA mandates, those regulations are being revised accordingly.

KEY ELEMENT 2

Career Guidance and Counseling

A. Career Development

SECTION 59-59-20. Development of curriculum based on career cluster system; individual graduation plans; role of school districts.

(A) The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.

(B) School districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.

SECTION 59-59-80. Integrating career awareness programs into curricula for first through fifth grades.

During the 2006–07 school year, the department's school guidance and counseling program model along with career awareness and exploration activities must be integrated into the curricula for students in the first through fifth grades.

SECTION 59-59-90. Counseling and career awareness programs on clusters of study for sixth, seventh, and eighth grades; selection of preferred cluster of study; development of graduation plan.

Beginning with the 2006–07 school year, counseling and career awareness programs on clusters of study must be provided to students in the sixth, seventh, and eighth grades, and they must receive career interest inventories and information to assist them in the career decision-making process. Before the end of the second semester of the eighth grade, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee shall select a preferred cluster of study and develop an individual graduation plan, as provided for in Section 59-59-140.

SECTION 59-59-110. Implementation of career guidance program model in high school; counseling of students; declaration of area of academic focus within cluster of study.

During the 2007–08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. . . .

The SDE recommends that school districts require teachers to incorporate into their lesson plans the standards and competency indicators set forth in the document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* (http://www.myschools.com/offices/ssys/youth_services/guidance//SCPM.pdf).

CAREER AWARENESS IN ELEMENTARY SCHOOL

- ⇒ School districts must lay the foundation for the clusters of study system by providing career awareness activities for students in elementary school (including prekindergarten and kindergarten).

CAREER EXPLORATION IN MIDDLE SCHOOL

- ⇒ School districts must implement counseling and career exploration programs on the clusters of study and make them available to all sixth-, seventh-, and eighth-grade students. These programs must be in place in the 2006–07 school year and must provide students with career interest inventories and information to assist them in making their career decisions.
- ⇒ School districts must begin in grade six the process of creating and updating developmentally appropriate career plans for students. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in this process.
- ⇒ School districts must require that before the end of the second semester of the their eighth-grade year, students select a preferred cluster of study and begin to develop an individual graduation plan (IGP) in consultation with their parents or legal guardians (or authorized representative of the parents or guardians). A certified school counselor must sign the IGP. (For further information on the EEDA and the IGP, see item C, “Individual Graduation Plans,” below.)

CAREER PREPARATION IN HIGH SCHOOL

- ⇒ School districts must require that certified school counselors—as well as career specialists under the supervision of these certified counselors—advise students during the ninth and tenth grades to further define their career cluster goals and further refine their IGPs so that the students are prepared for a seamless transition to employment, further training, or postsecondary study.
- ⇒ School districts must require that before the end of the second semester of the their tenth-grade year, students declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of four elective courses leading to a specified career goal.

- ⇒ School districts must provide work exploration guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students throughout their high school years in fulfilling their IGPs.
- ⇒ School districts must provide students with a variety of work-exploration experiences such as the following:
- Traditional mentoring experiences that seek to build a relationship during which the mentor and protégé work on the protégé's personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.
 - Community and shadowing experiences (short term) that introduce a student to a particular job by pairing him or her with a worker. The protégé follows, or "shadows," the worker for a specified time to better understand what is required in a particular career.
 - Service-learning experiences that provide one or more students the opportunity to work on a service project at a particular work site or community agency. Under close adult supervision, students develop work skills as well as life skills and learn how to behave in work situations.
 - School-based activities that provide opportunities for students to explore basic business practices and entrepreneurial enterprises, including starting a small business.
 - Internships and cooperative education experiences that provide students with a one-on-one mentoring relationship and hands-on learning in their areas of interest. Under a contract that outlines the expectations and responsibilities of both parties, the protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching the student work-related skills. An internship generally lasts from three to six months.
 - Youth apprenticeships beginning in the eleventh grade for students who are age sixteen and older that combine classroom instruction with on-the-job learning, connect secondary and postsecondary education, and result in certification of mastery of work-based skills. A youth apprentice may spend one to two years in work-based learning and 1,000 or more hours at a work site. After secondary school, youth apprenticeships may connect to adult apprenticeships that require another 1,000 or more hours of work-based learning and may last for another two years.
 - Extended learning opportunities that may include senior-year projects or community involvement or leadership.

The following list of basic components of structured work-based learning is offered as a guide to the school districts in planning work exploration and experiential learning opportunities for their students:

- a planned program of job training, paid or nonpaid work experience, workplace mentoring, and work-site instruction in workplace competencies and in a broad variety of elements that are related to business and career fields
- a program of study based on high academic and skill standards and linked to postsecondary education; additional school-based learning that offers career exploration and counseling as well as instruction in a career major; periodic assessments that identify students' academic strengths and weaknesses
- activities that foster interrelations among employers, schools, and students by matching students with school-based and work-based learning opportunities
- a program for the training of teachers, mentors, and counselors in the management of school-based and work-based learning opportunities

Youth apprenticeships—which combine academic and career and technical curricula, work-site learning, and work experience—are an important means of providing structured work-based learning. The effective youth apprenticeship model calls upon school districts to fulfill the following responsibilities:

- requiring students who participate in a work-based learning component to be at least sixteen years of age and in the eleventh grade;
- offering opportunities for these students to pursue a course of education that integrates academic studies with work-site learning and practical work experience and thus enables them to graduate from high school not only with preparation for the world of work but also with a variety of other postsecondary options;
- providing a list of the academic, career and technical, and work-site skills that the student can acquire;
- awarding credentials that are based on both academic and career and technical skills;
- requiring the student who seeks to engage in work experiences at an off-campus site to furnish written permission from his or her parent or legal guardian (or an authorized representative of the parent or guardian) before being allowed to do so;
- requiring documentation that the student is appropriately covered regarding workers' compensation, insurance and liability, or other issues related to the school-to-work system;

- integrating experience-based competencies with classroom studies;
- requiring a written agreement stipulating that the student's employer will provide him or her with experiences that integrate work-based and school-based competencies and requiring that this agreement be signed by the employer, a representative of the student's school, the student's parent or legal guardian (or an authorized representative of the parent or guardian), and the student;
- coordinating the development of broad-based school-to-work partnerships; and
- developing articulation agreements with related postsecondary institutions.

⇒ Each school district must have in place policies and procedures for ensuring the safety of students who participate in work-based activities that require them to interact with individuals in the community.

YOUTH SEEKING EMPLOYMENT AND THE SOUTH CAROLINA EMPLOYMENT SECURITY COMMISSION

SECTION 59-59-190. Assistance in planning and promoting career information and employment options

(B) The South Carolina Employment Security Commission shall assist in providing a link between employers in South Carolina and youth seeking employment.

Each school district is encouraged to recommend that both its educators and its students use the South Carolina Employment Security Commission services that provide a link between employers in the state and youth seeking employment.

B. Guidance and Counseling Model

SECTION 59-59-40. Guidance and counseling model.

During the 2005–06 school year, the Department of Education's guidance and counseling model must provide standards and strategies for school districts to use and follow in developing and implementing a comprehensive guidance and counseling program in their districts. This model must assist school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program to support the personal, social, educational, and career development of pre-kindergarten through twelfth grade students.

SECTION 59-59-70. Implementation of career development plan for educational professionals in career guidance.

During the 2006–07 school year, the department shall begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed

by the parent or guardian to serve as their designee in the career guidance process and in the development of the individual graduation plans. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.

SECTION 59-59-110. Implementation of career guidance program model in high school; counseling of students; declaration of area of academic focus within cluster of study.

During the 2007–08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student's career cluster if not offered by the high school in his attendance zone.

SECTION 59-59-120. Limitation of activities of guidance counselors and career specialists.

School guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks.

- ⇒ School districts must require that each of their high schools implement during the 2007–08 school year a career guidance program model or prototype that is either developed by or approved by the SDE.

The SDE document *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* is available in downloadable PDF format online at http://www.myschools.com/offices/ssys/youth_services/guidance//SCPM.pdf.

Information on the South Carolina Career Guidance Model is available on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/>. The Carolina Careers site also provides career resources as well as exercises and lesson plans to support school districts in delivering an effective career guidance program for students from prekindergarten through grade twelve. The site also provides career guidance links such as “Carolina Careers Career Guidance Workshops” (with video archives), “Parent’s Guide Brochures” (PDF files), and “Standards and Competencies Indicators.”

- ⇒ School districts must make available to all students a comprehensive system of academic guidance and career development that includes career awareness, career exploration, and career preparation.
- ⇒ School districts must provide sequential curriculum activities that relate directly to lifelong career development, the career decision-making process, and integration of career development and choices (career awareness/career

exploration/career preparation). Standards-based curriculum activities, educational opportunities, career information resources, and career development programs must be developmentally appropriate in preK–12 subject areas.

- ⇒ School districts must seek the active participation of school personnel, parents, community members, and representatives from business and industry in the career development of students. Appropriate career decision-making information must be disseminated to these groups in the effort to develop their understanding and involvement and to gain their input.
- ⇒ School districts must emphasize and promote the participation of all students in career development activities regardless of their race, color, national origin, sex, or disability.
- ⇒ School districts must adhere to the American School Counselor Association (ASCA) guidelines regarding appropriate duties for school guidance counselors. The activities of these professionals must be limited to guidance and counseling and must not include such administrative tasks as those enumerated by the ASCA in the following chart of closely allied yet wholly distinguishable inappropriate and appropriate responsibilities for school counselors:

INAPPROPRIATE (NONCOUNSELING) ACTIVITIES	APPROPRIATE (COUNSELING) RESPONSIBILITIES
Registering and scheduling all new students	Designing individual student academic programs
Administering cognitive, aptitude, and achievement tests	Interpreting cognitive, aptitude, and achievement tests
Signing excuses for students who are tardy or absent	Counseling students with excessive tardiness or absenteeism
Performing disciplinary actions	Counseling students with disciplinary problems
Sending home students who are not appropriately dressed	Counseling students about appropriate school dress
Teaching classes when teachers are absent	Collaborating with teachers to present guidance curriculum lessons
Computing grade-point averages	Analyzing grade-point averages in relationship to achievement
Maintaining student records	Interpreting student records

INAPPROPRIATE (NONCOUNSELING) ACTIVITIES	APPROPRIATE (COUNSELING) RESPONSIBILITIES
Supervising study halls	Providing teachers with suggestions for better study hall management
Clerical record keeping	Ensuring student records are maintained in accordance with state and federal regulations
Assisting with duties in the principal's office	Assisting the school principal with identifying and resolving student issues, needs, and problems
Working with one student at a time in a therapeutic, clinical mode	Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons

The above chart appears in the executive summary of the 2003 publication *The ASCA National Model: A Framework for School Counseling Programs* and is accessible online at http://www.schoolcounselor.org/files/Natl%20Model%20Exec%20Summary_final.pdf.

Although a fine line sometimes separates appropriate from inappropriate activities, tasks that are not specifically related to school counseling should be eliminated or reassigned so that school counselors can use their skills and knowledge to focus on students' needs. The SDE adds the following activities to the list of tasks that districts must regard as inappropriate for guidance counselors:

- developing the master schedule,
- coordinating special services referrals,
- chairing individualized educational program (IEP) meetings, and
- chairing Section 504 of the Rehabilitation Act of 1974 meetings.

C. Individual Graduation Plans

SECTION 59-59-50. State models and prototypes for individual graduation plans and curriculum framework of career clusters of study.

(A) Before July 1, 2006, the Department of Education shall develop state models and prototypes for individual graduation plans and the curriculum framework for career clusters of study. . . .

SECTION 59-59-50. State models and prototypes for individual graduation plans and curriculum framework of career clusters of study.

(B) The Department of Education is to include in the state models and prototypes for individual graduation plans and curriculum framework the flexibility for a student to develop

an individualized plan for graduation utilizing courses offered within the clusters at the school of attendance. Any plan of this type is to be approved by the student, parent or guardian, and the school guidance staff.

SECTION 59-59-140. Individual graduation plans; requirements.

An individual graduation plan is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must:

- (1) align career goals and a student's course of study;
- (2) be based on the student's selected cluster of study and an academic focus within that cluster;
- (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met;
- (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
- (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education;
- (6) incorporate provisions of a student's individual education plan, when appropriate; and
- (7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.

- ⇒ School districts must require that all eighth-grade students begin to develop individual graduation plans (IGPs) that build on the career development and career assessment accomplished in their sixth- and seventh-grade years and that include a postsecondary option. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in developing the IGP.
- ⇒ School districts must use the state-developed form for the IGP.
- ⇒ School districts must require that every IGP
 - a. align career goals and the student's course of study;
 - b. be based on the student's selected cluster of study and academic focus within that cluster;
 - c. incorporate core academic subjects for high school graduation including but not limited to English, mathematics, science, and social studies;
 - d. incorporate experience-based career-oriented extended learning opportunities that include but are not limited to internships, apprenticeships, mentoring, cooperative education, and service learning;
 - e. be sufficiently structured to meet graduation requirements and admission to postsecondary education and sufficiently flexible to allow change in the course of study;
 - f. incorporate the provisions of a student's IEP when appropriate;
 - g. be approved by a certified school counselor and the student's parent or legal guardian (or an authorized representative of the parent or guardian); and

h. be reviewed by the student, the parent or legal guardian (or an authorized representative of the parent or guardian), and the certified school counselor at least once a year.

- ⇒ School districts must require that each student's IGP be signed by a certified school counselor. Input into the planning of the IGP can be provided by a variety of educators.
- ⇒ School districts must require that each student's IGP be on file and be available to the certified school counselor and the student's parent or legal guardian (or an authorized representative of the parent or guardian) each year as the student chooses courses for the upcoming year of study.

D. Career Specialists

SECTION 59-59-100. Providing services of career specialist; qualification of specialist; career specialists currently employed by tech prep consortia.

(A) By the 2006–07 school year, middle schools and by 2007–08 high schools shall provide students with the services of a career specialist who has obtained a bachelor's degree and who has successfully completed the national [Global] Career Development Facilitator ([G]CDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career specialist shall work under the supervision of a certified guidance counselor. By the 2007–08 school year, each middle and high school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.

SECTION 59-59-180. Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board.

(C)(2) A career development facilitator must be certified and recognized by the National Career Development Association.

CAREER DEVELOPMENT FACILITATOR CERTIFICATION

Both the school-based middle and high school career specialists and the regionally based career specialists who provide career services to school districts must hold both a bachelor's degree and Global Career Development Facilitator (GCDF) certification from the Center for Credentialing and Education (CCE). An individual who has previously earned the CCE's Career Development Facilitator (CDF) certification is not required to obtain the GCDF certification.

- An individual who holds a bachelor's degree but has not completed the required 120 hours of classroom training in the GCDF competency areas may be hired as a school-based or regionally based career specialist in the South Carolina public school system if he or she (1) meets the required combination of education and experience specified by the CCE and (2) secures a two-year provisional status letter from the CCE. If approved for provisional status by the CCE, the individual has two years to complete the required training.

- A school-based or regionally based career specialist who receives a provisional-status letter from the CCE can use the GCDF designation during the provisional time period but will *not* receive a certificate until he or she has met all requirements for full certification. If the individual who was hired with a provisional status fails to complete the requirements for the GCDF credential within the two-year period, the district will no longer receive state funding for that person.
- An individual holding a bachelor's degree who has completed the required 120 hours of classroom training through a CCE-approved provider but is lacking field experience in the GCDF competency areas may be hired as a school-based or regionally based career specialist in the South Carolina public school system if he or she fully documents the required field-experience hours within two years.

Full information on the process and requirements for obtaining GCDF certification is available from the CCE, online at <http://www.cce-global.org/>. Further details regarding employment as a career development facilitator in South Carolina are available from the SDE's Office of Career and Technology Education.

REGIONALLY BASED CAREER SPECIALISTS

SECTION 59-59-180. Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board.

(A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community. . . .

(C)(1) By the 2006–07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

The SDE's Office of Career and Technology Education (OCTE) will have final approval on all individuals to be hired as regionally based career specialists. The OCTE will provide the regional centers with a written job description that they are to use in the process of hiring of regional career specialists.

SCHOOL-BASED CAREER SPECIALISTS

SECTION 59-59-105. Duties of career specialists.

An individual employed by school districts to provide career services pursuant to Section 59-59-100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

- (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
- (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- (3) assist school counselors and students in identifying and accessing career information and resource material;
- (4) provide educators, parents, and students with information on career and technology education programs offered in the district;
- (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
- (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
- (8) assist with the selection, administration, and evaluation of career interest inventories;
- (9) assist with the implementation of the district's student career plan or individual graduation plan;
- (10) assist schools in planning and developing parent information on career development;
- (11) coordinate with school counselors and administration career events, career classes, and career programming;
- (12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- (13) assist with the usage of computer assisted career guidance systems.

⇒ School districts must require career specialists to carry out the following professional duties:

- a. coordinating and presenting professional development workshops in career development and guidance for teachers, school guidance counselors, and work-based constituents;
- b. assisting the school in promoting the goals of quality career development of students from kindergarten through the twelfth grade;
- c. assisting the school guidance counselor(s) and students in identifying and accessing career information and resource material;
- d. providing educators, parents, and students with information on the career and technology education programs offered in the district;
- e. supporting students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- f. exploring and learning ways to improve and promote career development opportunities within the district;

- g. attending continuing education programs on the certified career development facilitator curriculum sponsored by the state;
 - h. assisting with the selection, administration, and evaluation of career interest inventories;
 - i. assisting students with the development of their career plans or IGPs;
 - j. assisting the school in planning and developing parent information regarding career development;
 - k. working with the certified school counselor(s) and administrators to coordinate career events, career classes, and career programming;
 - l. coordinating career development activities for parents and students by utilizing community resources and citizens who represent diverse occupations; and
 - m. supporting students in the use of computer-assisted career guidance systems.
- ⇒ Before the initial employment of a career specialist, the local school district must request a criminal record history from the South Carolina Law Enforcement Division (SLED). Any charge involved is the responsibility of the applicant.

E. Parental Participation

SECTION 59-59-160. Parental participation; annual parent counseling conferences.

Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed

by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student.

The SDE recommends that school districts utilize the parental involvement guidance provided in the brochures—available in both English and Spanish—on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/main/ParentGuides.html>.

To support and encourage the participation of parents or legal guardians (or authorized representatives of the parents or guardians) in career planning and the development of IGPs for students, school districts should consider having guidance and counseling sessions to which parents or legal guardians (or authorized representatives of the parents or guardians) are invited during hours that are not typically part of the workday, such as in the evenings and on Saturdays.

F. Computer-Assisted Career Guidance Systems

SECTION 59-59-60. Organizing high school curricula around clusters of study and cluster majors.

Before July 1, 2007, school districts shall . . .

(2) promote increased awareness and career counseling by providing access to the South Carolina Occupational Information System for all schools. However, if a school chooses another occupational information system, that system must be approved by the State Department of Education.

⇒ School districts must provide all of their schools with access either to the South Carolina Occupational Information System (SCOIS) or to another computer-assisted career information system that has been approved by the SDE.

The SCOIS is available through the South Carolina Employment Security Commission. Full details are online at <http://www.scois.net/>.

School districts are encouraged to utilize the information on computer-assisted career guidance systems that is provided under the “Technology in Career Guidance Overview” link on the Carolina Careers Web site at <http://www.carolinacareers.org/cgm/about/AbouttheModel.html>.

KEY ELEMENT 3

Academic Assistance Programs

SECTION 59-59-150. Regulations for identifying at-risk students; model programs.

By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to graduate with a state high school diploma. By the 2007–08 school year, each high school of the State shall implement one or more of these programs to ensure that these students receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and build skills to prepare them to enter the job market successfully. The regulation also must include an evaluation of model programs in place in each high school to ensure the programs are providing students an opportunity to graduate with a state high school diploma.

SECTION 59-59-55. Model for addressing at-risk students.

The State Board of Education shall develop a state model for addressing at-risk students. This model shall include various programs and curriculum proven to be effective for at-risk students.

- ⇒ School districts must implement in each of their high schools one or more evidence-based model programs for at-risk students to ensure that these students are given the opportunity to complete the requirements for the state high school diploma and to build skills that prepare them to enter the job market successfully. These programs must be in place by the 2007–08 school year.
- ⇒ School districts must require that each of their high schools utilize a state model addressing at-risk students and must ensure that the model is implemented in such a way as to give at-risk students the opportunity to graduate with a state high school diploma. The model must be in place by the 2007–08 school year.

KEY ELEMENT 4

The Teacher's Role

SECTION 59-59-170. Education and Economic Development Coordinating Council; members; duties and responsibilities.

(A) There is created the Education and Economic Development Coordinating Council. The council is comprised of the following members representing the geographic regions of the State and must be representative of the ethnic, gender, rural, and urban diversity of the State:

- (1) State Superintendent of Education or his designee;
- (2) Executive Director of the South Carolina Employment Security Commission or his designee;
- (3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;
- (4) Secretary of the Department of Commerce or his designee;
- (5) Executive Director of the South Carolina Chamber of Commerce or his designee;
- (6) Executive Director of the South Carolina Commission on Higher Education or his designee;
- (7) the following members who must be appointed by the State superintendent of Education:
 - (a) a school district superintendent;
 - (b) a principal;
 - (c) a school guidance counselor;
 - (d) a teacher; and
 - (e) the director of a career and technology center. . . .

SECTION 59-59-200. Training of teachers and guidance counselors; review of performance.

Beginning with the 2006–07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education. The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval. By the 2009–10 school year, the teacher evaluation system established in Chapter 26, Title 59, and the principal's evaluation system established in Section 59-24-40 must include a review of performance in career exploration and guidance. The department also shall develop programs to train educators in contextual teaching.

If a classroom teacher is invited to serve on the Education and Economic Development Coordinating Council, the district is obligated to pay for the substitute teacher.

The EEDA requires the SDE to provide training in contextual teaching to all middle and high school educators. The term *contextual teaching* refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

The SDE strongly recommends that school districts include contextual teaching on educator evaluation instruments to determine whether the educators are applying what they have learned about contextual teaching methodologies.

Additional Recent Education Legislation: Character Education

SECTION 59-17-135. Character education.

(B) Each local school board of trustees of the State must develop a policy addressing character education. Any character education program implemented by a district as a result of an adopted policy must, to the extent possible, incorporate character traits including, but not limited to, the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue. Local school boards must include all sectors of the community, as referenced in subsection (A)(4), in the development of a policy and in the development of any program implemented as a result of the policy. As part of any policy and program developed by the local school board, an evaluation component must be included.

- ⇒ School districts must require their boards of trustees to develop a policy addressing the integration of character education into the regular school curriculum.
- ⇒ School districts must include an evaluation component in the policy and program developed and adopted by their boards of trustees.
- ⇒ School districts must require that their boards include all sectors of the community in the development of the character education policy and in the development of any program the district implements as a result of the policy.